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ABSTRACT

These guidelines are recommended for use by Florida community college boards of trustees in the development of a process for evaluating community college presidents as required by state law. Following introductory material in which "evaluation" and "accountability" are defined, the report outlines seven procedural steps by which the board defines its goals for the college, delineates the functions to be performed by the president toward the achievement of these goals, and determines the competencies, characteristics, and other criteria by which the president's performance can be judged. The report then outlines six evaluation goals and describes the general functions of community college presidents as determined by the Florida State Board of Education. Subjective evaluation criteria are then presented, followed by a discussion of objective evaluation areas and a checklist of basic presidential assignments which can be made to accommodate a common evaluation rating scale. The report concludes with a discussion of the importance of timing in the evaluation process. Although not intended as an evaluation instrument, the report is comprised of easily excerpted materials that can be adapted to serve as simplified evaluation forms. Appendices include a Florida State Board of Education outline of community college presidents' functions and suggested evaluation categories and rating scales. (JP)

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SOME RECOMMENDED GUIDELINES FOR THE EVALUATION OF A COMMUNITY COLLEGE PRESIDENT

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FOREWORD

One of the most significant factors in determining the success of a community college is the relationship established between its district board of trustees and its president. As a policy maker the board identifies the direction and scope of the institution and the president, as the board's chief administrator, is expected to implement the established policies. In the process of operating the college the evaluation of the president by the board is usually a continuous, informal process. Periodically, however, this process must be more formal.

Legislative and trustee concerns about the formal evaluation of community college presidents resulted in the State Board of Education's revision of Rule 6A-14.26(3) on October 28, 1975 to read as follows:

> The community college president shall be entitled to a contract. The term of the contract of a president shall not exceed four (4) years. It shall be the duty of the board to review and evaluate the performance of the president. The board shall inform the president of the procedure of the evaluation as well as what is expected of him at the time of approving his contract.

Subsequent to this revision, requests were received from trustees seeking guidance in carrying out this responsibility. In response to these requests an ad hoc committee, representing community college trustees, presidents and state agency personnel, was assigned the task of preparing some recommended guidelines for the evaluation of community college presidents. A draft of the committee's efforts was distributed to board chairpersons and presidents for reactions and suggestions. Several of the suggestions received were incorporated in the following "Some Recommended Guidelines for Evaluation of a Community College President."

These guidelines are recommended as a procedure to be followed by boards as they consider developing an evaluation process. They are not intended to constitute an evaluation instrument since the expected relationship between a board and its president is best established at the local level. However, materials are included that are easily excerpted and adaptable to provide a simplified evaluation instrument should a board desire to use these guidelines for that purpose.

Appreciation is expressed to the committee members for their fine efforts in dealing with this most complex and sensitive subject.

Lee G. Henderson, Director
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OF A COMMUNITY COLLEGE PRESIDENT

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SOME RECOMMENDED GUIDELINES FOR THE EVALUATION OF A COMMUNITY COLLEGE PRESIDENT

Introduction

One of the most important responsibilities of the District Board of Trustees is to evaluate its President. The importance of this assignment is recognized in State Board of Education Rules, Chapter 6A-14.26(3), which states, "It shall be the duty of the board to review and evaluate the performance of the president. The board shall inform the president of the procedure of the evaluation as well as what is expected of him at the time of approving his contract." For the evaluation process to be a reasonable one, those competencies and characteristics the Board considers important for evaluation purposes should be essentially the same ones the Board uses as criteria in the selection of a president. Consequently, the importance of the Board's responsibility for selection and appointment, as well as the Board's continuing responsibility for evaluation are recognized.

The purpose of this material is to provide some recommendations of items that should be considered when the Board fulfills the responsibility of evaluating its President. It does not attempt to prescribe how you proceed, what you evaluate nor to provide a completed product for Board implementation. It should, however, provide the framework needed for each Board to develop an evaluation process which reflects the Board's expectations of its President and how the Board intends to hold the President accountable for these expectations. This material should also prove useful in identifying criteria for selection of a new president. For convenience two definitions are offered for Board consideration.

> Evaluation--The process through which results are measured and compared with pre-determined standards.
>
> Accountability--Providing evidence regarding the degree of accomplishment of pre-specified goals and objectives.

Procedural steps that might be taken when developing evaluation criteria are identified in the draft copy of the "Handbook for Developing and Using Criteria for the Selection and Retention of Community College Personnel" that is being developed by the Division of Community Colleges. These include the following:

Procedural Steps

I - Obtain a workable definition of the results which the Board expects the college to achieve.

II - Recognize any limitations which are set by the range of performance patterns judged to be desirable and acceptable in the college.

III - Develop a workable definition of the results which are to be achieved through the President.

IV - Describe the functions to be performed by the President.

V - Define the competencies, characteristics, and other criteria required for successful performance of the President.

VI - Develop procedures to apply the competency statements and other criteria to be used in decisions involving either the selection or retention of the President.

VII - Determine the effect that the use of the criteria for either selection or retention of the President has on the attainment of the mission of the college.

These procedural steps are discussed in the following materials and references are made to related details that should be developed by each Board where appropriate. Specifically, the following discussion concentrates on areas dealing with purpose, functions, job description and evaluation. For your convenience the Committee has provided several appendices relating to State Board of Education Rules and evaluation instruments which were reviewed by the Committee.

Purpose of Evaluation

The purpose of the President's evaluation should be to:

1. Stimulate the leadership and productivity of the President;

2. Assess the strengths as well as the weaknesses of the President at the same time that the Board assesses the accomplishments and shortcomings of the college;

3. Provide a formal mechanism for information exchange relative to the state of the college among the Board, the President, the faculty and staff, the alumni, students and the community(ies) served by the college;

4. Determine the effectiveness of the college in responding to the needs of the community (ies) it serves;

5. Determine how the President has fulfilled the promise shown in either the original selection and appointment process or expectations identified in the reappointment process; and,

6. Assess the incumbent President's ability, management style, and suitability to continue to meet the evolving needs of the college.

Since the President is the chief administrator responsible for achieving the Board's objectives, the President's evaluation is basically an evaluation of the college's efforts. Consequently, it is essential that the mission statement of the Board and any limitations to achieving this mission be reflected concisely as indicated in procedural steps I, II, and III that are listed in the Introduction section.

Functional Assignment of the President as Defined by the State Board of Education

A review of the duties and responsibities of the President listed in State Board of Education Rule 6A-14.262 indicates the following general functions have been assigned to the President:

1. Provide educational and managerial leadership directed towards accomplishing the mission of the college.

2. Develop short and long range plans that will insure the achievement of the college's mission.

3. Make timely recommendations for promulgation of policies and procedures and for the establishment of an organizational structure commensurate with the college's mission.

4. Advise and counsel the Board on all matters of the college's operation and seek professional and legal assistance as needed.

5. Operate the college in such a manner as to implement or supervise the implementation of Federal Laws, Florida Statutes, State Board of Education Rules, and Board policies and procedures.

6. As corporate secretary provide secretarial support services, information, assistance in Board organization, and provide public

information concerning Board meetings, agendaes, and meeting places.

The job description of the President should reflect these functions in such a manner as to identify both the specific and general performance expectations of the Board.

President's Job Description as Described by State Board of Education

State Board of Education Rule 6A-14.262 describes basic responsibilities and duties of the President. For the purposes of this publication, this description is considered a basis for determining minimal expectations of the President. Additional items considered relevant to each college's operational philosophy and responsibilities should be identified by the respective Boards. State Board of Education Rule 6A-14.262 is reproduced in Appendix "A."

A review of this State Board of Education Rule emphasizes the significance of the inter-relationships of procedures III, IV, and V listed in the Introduction section on page 2. If the expected results are defined for evaluative purposes they must be incorporated directly or indirectly in the job description. The above reference illustrates this point. For example, subsection (7) of State Board of Education Rule 6A-14.262 refers to directing the required work of college personnel, but how much and to what extent is not included. If it were decided to expand on this language and say that the work should be supervised in an efficient and timely manner, then "efficient" and "timely manner" need to be defined specifically enough to communicate performance expectations to the President and sufficiently identifiable for measurement purposes. This can be done through rewording the description of the job or through a set of definitions which refine the description. Examples of this are provided in Appendix "D."

Evaluation

The evaluation process, as indicated in the discussion above, requires a careful delineation of expected performance. Not only does this involve "subjective" and "objective" criteria, but it also reflects the mission of the institution and the management philosophy of the Board.

College Mission Statement

The college mission statement is a critical feature of this total process. Although the general assignment for community college education is specified in statutes and rules, it would be desirable for each Board to identify a mission statement with expected results which reflect the philosophy and direction thought to serve the interests of the college's service area.

College Management Philosophy Statement

The Board should also adopt a management philosophy statement to accompany the mission statement. This statement should provide direction and guidance to all college employees, students, and the general public. Both of these mission statements should be reflected in the criteria selected to evaluate the President.

The Committee recognizes that individual Trustees often look for characteristics in their chief administrator which are important to them but not readily identifiable for evaluation purposes. Therefore, recognition of two types of evaluation is recommended. One is identified as "subjective" and constitutes those expectations which are not easily measurable but influence the impressions received by Trustees about the performance of their President. The second type is "objective." It is specifically identifiable and amenable to measurement. Obviously any given measurement scale that is chosen depends upon the interests of a given Board and the type of breakdown they wish to use for this purpose. Usually at least a five-scale evaluation instrument is preferred but a fewer number may also be used. For illustrations of evaluation scales see Appendix "C."

Subjective Evaluation Areas

The subjective area usually includes items such as the following:

Integrity	Exercises sound judgment
A sense of responsibility	Approachable
Good image in the community	Relates well to people
Sincerely committed to the community college philosophy	Enjoys good relationships with community, board, faculty, students, state and legislative officials, staff and other relevant educational agencies
Empathy	
Strives for self-improvement	Possesses stamina and fortitude
Well regarded by his or her peers	Keeps current on developments in his or her field
Shows concern in developing efficiencies to keep costs to a minimum	Aware of responsibility to see that public funds are spent wisely
Open-minded in dealing with issues and people	Possesses sound moral character
Imaginative and creative and inspires this in others	Accepts the philosophy of the national democratic process and free enterprise system
Style of leadership appropriate to community and the institution	Freely accepts the total responsibility of his office

Obviously the subject area depends upon the personal evaluation system of each Trustee involved. It is understandable that an indicator which denotes a sense of responsibility for one person may be considered entirely inappropriate by another. Subjective evaluation is recognized as having a major influence on the thinking of a Trustee and as a process may be both significant and valuable. However, the most effective and desirable evaluations include those factors in the performance of a President which are definable and can be measured objectively. The utilization of objectivity along with the candid recognition of subjective influences should constitute an effective combination for use by a Board in evaluating the total performance of a President.

Objective Evaluation Areas

The objective evaluation areas applicable to this section center around the basic functions and job descriptions identified in the aforementioned sections dealing with these topics. These are intended to reflect only those basic requirements of State Board of Education Rules and it is recommended that each Board expand upon them to serve respective needs.

A perusal of State Board of Education Rule 6A-14.262 (Appendix "A") reinforces the necessity of defining terms for the purposes of evaluation. For example, references to such terms as "adequate," "opportunities," "maintenance," "needed," "assistance," "efficient," "leadership," "essential," and "necessary" relate to values that communicate little until they are defined specifically for the purposes intended. Similarly, those evaluation terms provided in Appendix "C" such as "excellent," "good," "fair," "poor," "satisfactory," "unsatisfactory," and "marginal" provide little commonality for communication of expected behavior without some specificity.

The desirable evaluation process, procedure and instrument identify characteristics sufficiently enough to enable each rater to use the same references. Appendix "D" demonstrates this approach. The sequence of the material in this Appendix indicates that the Rating Scale is designed to reflect values that correspond with performance standards; the Rating Factors provide criteria by which an employee's performance is measured; and the Employee Performance Rating form suggests a value scoring system that gives direction to the evaluator. This procedure illustrates the method of associating functional assignments with a given position and demonstrates the implications of utilizing procedure V, mentioned in the Introductory section, as a means of making a transition to Procedure VI.

In evaluating the President, the Board members might want to have available both an objective and subjective list of descriptive factors as reference points for making their formal evaluation. While the review of these factors by individual Board members would probably be considered a personal process and notes taken or made as part of this process would most likely constitute

"working papers" not subject to the "public documents act," the composite Board review and rating of the President must take place in an open, public meeting and the documented, formal evaluation instrument subject to the "public documents act." The Board should distinguish clearly between the nature and use of such descriptive factors and the formal evaluation instrument. Thus a list of descriptive facts could be used exclusively to assist each individual Board member to synthesize his or her thinking about the evaluation process to determine what should be considered in the formal, official evaluation of the President.

It is recommended that the formal evaluation instrument be made as simple and as concise as possible. The guidelines, procedures and standards utilized by the Board should be made available to the President to insure that he or she understands fully the basis upon which his or her performance is being measured.

Appendix "B" is provided as a means of demonstrating some overall competency considerations which reflect an evaluation of the functions described in the aforementioned section titled "Functional Assignment of the President." These examples assume some definition agreements on terms have been reached by the Board.

A Suggested Check List

A regrouping of the basic presidential assignments provided in State Board of Education Rules can be made to accommodate a rating scale with common evaluation scales. Such a regrouping could also provide a check list for both Trustees and their President. For convenience, these duties have been regrouped below under the headings of "Board Relations," "Planning: Annual and Long Range," "External Responsibilities," "Organizational," "Operational Management," and "Records." Similar items are listed under "Organizational" and "Operational Management" but are separate functions. "Organizational" reflects the recommendations and establishment of the management structure whereas "Operational Management" reflects the implementation of the management structure adopted by the Board. Unless otherwise designated, the numbers provided in parenthesis identify the subsection of State Board of Education Rule 6A-14.262 where this assignment appears.

Board Relations

A. Makes recommendations, nominations, and proposals as required (Introductory section)

B. Advises and counsels as needed (Introductory section)

C. Presides at organizational meeting of the Board (1)

D. Attends all regular and special meetings of the Board unless excused (1)

E. Assists in development of agenda and disseminates information in advance (Implied by (3) and required by Chapter 120, Florida Statutes)

F. Understands and enforces laws, rules, and policies (12)

Planning: Annual and Long-Range

A. Conducts studies essential to planning for the college's operation (5)

B. Assembles and presents data necessary for making plans (5)

C. Recommends plans and procedures for the development and improvement of the instructional program (9)

D. Develops and recommends college facility plans necessary to accommodate the mission of the college (10)

E. Recommends financial plans with alternatives which will insure the continued operation of the college (11)

External Responsibilities

A. Report organization of Board within two weeks of action taken, provide copies of budget and related financial reports, and other required reports to the Director of the Division of Community colleges (1) and (11)

B. File reports to U. S. Office of Education and the Office of Civil Rights as required

C. Attend Department of Education conferences and meetings (13)

D. Avail himself or herself of improvement opportunities (13)

E. Participate in local vocational and adult coordinating council meetings (6A-14.37)

F. Cooperate with other districts in special projects and activities (6)

Organization

A. Recommends an organizational structure which will provide adequate educational opportunities for all students in the district (6)

B. Recommends procedures for cooperating with other districts or special projects or activities (6)

C. Delegates authority necessary for employees to carry out assigned responsibilities (7)

D. Delegates authority for the operation of the college during the absence or incapacity of the President and during emergencies (7)

E. Establishes opportunities and provides leadership for the improvement of all employees (7)

F. Recommends an organizational structure to promote the welfare of students including attention to health and safety (8)

G. Establishes procedures for student control, discipline, expulsion or suspension (8)

H. Recommends procedures for continuous development and improvement of instructional programs (9)

I. Establishes procedures for identifying facility needs and provides for maintenance and upkeep of the college plant (10)

J. Recommends measures which provide financial and accounting support services necessary to the operation of the college (11)

K. Recommends an organizational structure that assigns personnel responsibilities for compliance with laws, rules, and policies (12)

L. Establishes a recordkeeping process that is needed for the supervision of instruction and the administration of the college (15)

Operational Management

A. Acts for the Board as custodian of all college property and trust funds (4)

B. Operates college programs, classes, services, and food services in an efficient manner and observes college calendar including holidays and vacation periods (6)

C. Supervises all work of college personnel (7)

D. Recommends positions, qualifications, compensation, and salary schedules, contracts and terms of service, employment, promotions, transfers,

suspensions, dismissal of employees and revocation of certificates (7) and (14)

E. Maintains student control and discipline; suspends and expells students when necessary (8)

F. Establishes health and safety to life programs (8)

G. Promotes the welfare of students (8)

H. Implements plans and procedures for the development and improvement of the instructional program of the college (9)

I. Executes plans as approved for all phases of the college plant program including sites, buildings, equipment, maintenance, upkeep, utilities, and sanitation (10)

J. Implements authorized financial procedures including development and submission of annual budget, borrowing of money, identification of conditions and specifications of contracts, and provision of reasonable safeguards for all college funds through bonding of employees (11)

K. Enforces, insofar as possible, all laws, State Board of Education Rules, and Board policies and procedures (12)

L. Provides leadership for the improvement of all employees (7)

Records

A. Keeps minutes of official actions and proceedings of the Board (3)

B. Records contracts, transfers, promotions, suspensions, dismissals, payment of claims and leaves of absence for personnel (7) and (17)

C. Maintains admission, classification, attendance, enrollment, graduation, discipline, explusion, and health records of students (8) and (6A-14.768)

D. Records college plant plans, surveys, sites, deeds, agreements, and insurance records (10)

E. Maintains financial reports and accounting system relating to fiscal operation of the college (11) and (6A-14.768)

F. Completes and maintains inventory of college equipment and property (15)

Obviously, several evaluation instruments similar to those provided in the Appendices can be used to evaluate the above groupings.

Timing

A critical consideration in the evaluation process is timing. The President's evaluation should be conducted by the Board at such a time as to insure that the President is in good standing prior to the Boards receiving major recommendations concerning the college's future. Personnel recommendations provide an excellent example of this concept. Employees should be recommended for continued or re-employment by supervisors who have been judged competent by the President and affirmed by the Board. Similarly, recommendations concerning these supervisors should be made by a President who has been judged competent by the Board. It is also suggested that the President be evaluated annually or more often than annually if areas of needed improvement have been identified during previous evaluations.

The existing conditions under which the President is performing his or her duties should also be considered. If a new code of student conduct has been adopted by the Board over strenuous student objections it is most likely that student complaints about the President will be received by the Board. Similarly, if recommendations for staff reductions or no salary increases are required of the President the employee-president relations are apt to be strained. If a strong management position were voiced by the President on behalf of the Board in fighting a collective bargaining election, employee reactions may be hostile to the President. These types of circumstances illustrate the "limitations" recommendation identified in procedure II of the Introduction.

As the Board thinks about time use it must be remembered that the President has a responsibility to ALL of the following and that each demand a fair share of his or her time: the Board of Trustees; college administrators; faculty and staff; students and student organizations and activities; local civic organizations; legislators; the State Board of Education and the Department of Education; Federal agencies; and, his or her peers and professional associates.

One final comment about time seems pertinent. All evaluation procedures should take into account the over-all effectiveness of the President during the total evaluation period. Neither the most recent nor the earliest impression or activity should dominate the evaluator's thinking. Consequently, the Trustee may wish to record evaluations frequently on the adopted instrument for personal reference.

APPENDIX "A"

STATE BOARD OF EDUCATION RULE 6A-14.262
DUTIES AND RESPONSIBILITIES OF THE PRESIDENT

approved by the state board of education upon the recommendation of the council, and shall meet the additional qualifications which shall be prescribed by the board. The following procedure shall be followed in employing or dismissing a community college president:

(1) The board shall select and appoint a qualified individual as president with the approval of the state board of education upon recommendation of the council. Before making this recommendation, the board shall seek out and interview persons who demonstrate the highest qualifications of educational leadership. The board shall pay particular attention to the candidate's experience in community college or related fields, to his education, to his profession of a broad understanding of the community college program and to his demonstrated leadership ability.

(2) When a vacancy occurs in the office of president, an acting president may be appointed, which appointment shall follow the same procedure as for a president. The term of an acting president shall not exceed six (6) months, except that there may be one, but not more than one, reappointment for an equal term.

(3) The community college president shall be entitled to a contract. The term of the contract of a president shall not exceed four (4) years. It shall be the duty of the board to review and evaluate the performance of the president. The board shall inform the president of the procedure of the evaluation as well as what is expected of him at the time of approving his contract.

Specific Authority 229.053(1), 230.755 FS. Law Implemented 230.753(7) FS. History—Formerly 6A-8.30, Repromulgated 12-19-74, Amended 10-28-75.

6A-14.261 General powers of the president. The president shall have the authority and shall exercise the following powers:

(1) General oversight. Exercise general oversight over the college in order to determine problems and needs and recommend improvements.

(2) Advise, counsel and recommend to the board. Advise and counsel with the board on all educational matters and recommend to the board for action such matters as should be acted upon.

(3) Recommend policies. Advise and counsel with the board on all policies and recommend to the board for adoption policies deemed necessary for the efficient operation of the college.

(4) Recommend and execute rules and regulations. Prepare and organize by subjects and submit to the board for adoption such rules and regulations to supplement those adopted by the state board of education as, in his opinion, will contribute to the efficient operation been adopted, the president shall see that they are enforced.

(5) Recommend and execute minimum standards. From time to time prepare, organize by subject and submit to the board for adoption such minimum standards relating to the operation of any phase of the college program as are needed to supplement those adopted by the state board of education and as will contribute to the efficient operation of any aspect of community college education in the district; to see that minimum standards adopted by the board are observed.

(6) Perform duties and exercise responsibilities. Perform such duties and exercise such responsibilities as are assigned to him by law, by rules of the state board of education and by the district board of trustees.

(7) Delegation and assignment of powers. Delegate to appropriate employees of the college such authority as is necessary to insure that laws, rules and board policies are executed in an efficient manner.

Specific Authority 230.755 FS. Law Implemented 230.753(7) FS. History—Formerly 6A-8.77, Repromulgated 12-19-74, Amended 12-9-75.

6A-14.262 Duties and responsibilities of the president. The president, in the exercise of the general powers of the president identified in section 6A-14.261, shall perform all duties listed below and elsewhere in the law; provided, that in so doing he shall advise and counsel with the board. The recommendations, nominations, proposals and reports required by law and rules to be made to the board by the president shall either be recorded in the minutes or shall be made in writing, noted in the minutes and filed in the public records of the board. It shall be presumed that, in the absence of the record required in this paragraph, the recommendations, nominations and proposals required of the president were not contrary to the action by the board in such matters. The president or his designated representative may, unless otherwise provided for by law or rules of the state board of education, be authorized by the board to sign documents, agreements, contracts, instruments of payment and conveyances reflecting actions approved or authorized by the board.

(1) Assist in organization of board. Preside at the organization meeting of the board and transmit to the director within two (2) weeks following such meeting a certified copy of the proceedings of organization, including the schedule of regular meetings and the names and addresses of the board members.

(2) Regular and special meetings of the board. Attend all meetings of the board, except when excused by the board, and advise, but not vote, on questions under consideration.

(3) Records of the board. Keep minutes of all official actions and proceedings of the board and keep such other records, including records of property held or disposed of by the board, as may be necessary to provide complete information regarding the college.

(4) College property. Act for the board as custodian of all college property.

(a) Recommend purchase and plans for control. Recommend to the board plans for contracting, receiving, purchasing, acquiring by the institution by condemnation proceedings if necessary, leasing, selling, holding, transmitting and conveying title to real and personal property.

(b) Property held in trust. Recommend to the board plans for holding in trust and administering property real and personal, money or other things of value, granted, conveyed, devised or bequeathed for the benefit of the college.

(5) College program. Prepare long-term and annual plans. Supervise the assembling of data and sponsor studies and surveys essential to the development of a college program; prepare and recommend such a program to the board as the basis for operating the college. One phase of this program shall be a long-term program and another phase shall constitute the annual program. The long-term program shall be concerned with the location and development of college buildings, transportation,

personnel, instruction and other educational features involving the interest and welfare of the students and citizens of the district over a period of years. The annual program shall be concerned with the budget, sites to be purchased, buildings to be constructed, transportation routes, personnel, instruction and all other phases of the college program for any particular year which shll be developed, insofar as possible, in harmony and conformity with the long-term program.

(6) Establishment, organization and operation of programs, classes and services. Recommend the establishment, organization and operation of such programs, classes and services as are needed to provide adequate educational opportunities for all students in the district, including the following:

(a) College holidays and vacation periods. Recommend holidays and vacation periods for the college.

(b) Cooperate with other districts in special projects or activities. Recommend plans and procedures for cooperating with other districts or with other agencies, in this state or in other states, in special projects or activities which can be more economically or advantageously provided by such cooperation.

(c) College food services. Recommend plans for the establishment, maintenance and operation of a food services program consistent with state laws and regulations of the state board of education and administer and supervise such services.

(7) Personnel. Be responsible, as required herein, for directing the work of the personnel, and in addition he shall have the following duties:

(a) Positions and qualifications. Recommend to the board positions to be filled, minimum qualifications required for each position and persons to fill each position authorized.

(b) Compensation and salary schedules. Recommend to the board for adoption a salary schedule or salary schedules to be used as the basis for paying members of the administrative and instructional staff and other college employees, including individuals engaged on a temporary basis to render other personnel services. Compensation plans and award programs shall be arranged insofar as practicable, so as to furnish incentive for improvement in competency, for continued and efficient service, and for rewarding college employees.

(c) Contracts and terms of service. Recommend to the board terms for contracting with employees and have prepared such contracts as are approved; provided that contracts with the members of the administrative and instructional staff are to be prepared, recommended and executed as herein before prescribed.

(d) Transfer and promotion. Recommend employees for transfer and transfer any employee during any emergency and report the transfer to the board at its next regular meeting.

(e) Suspension and dismissal. Suspend members of the instructional staff and other employees during emergencies for a period extending to and including the day of the next regular or special meeting of the board and notify the board immediately of such suspension. When authorized to do so, serve notice on the suspended member of the charges made and of the date of hearing. Dismiss employees in accordance with laws, rules and board policies.

(f) Direct work of employees and supervise instruction. Direct the work of and provide leadership for the improvement of all members of the instructional staff and other employees of the college; supervise or arrange under policies of the board for the supervision of instruction in the college and take such steps as are necessary to bring about continuous improvement.

(g) Delegate authority to a person for the operation of the college during the temporary absence or incapacity of the president or during emergencies.

(8) Student welfare. Recommend plans to the district board for the proper accounting of all students, for the attendance and control of students at the college, for the proper attention to health, safety and other matters which will best promote the welfare of students in the following fields:

(a) Admission, classification, promotion and graduation of students. Recommend rules and regulations for admitting, classifying, promoting and graduating students at the college.

(b) Control of students. Propose rules and regulations for the proper control, discipline and expulsion or suspension of students.

(9) Instructional program. Recommend plans and procedures for the development and improvement of the instructional program of the college.

(10) College plant. Recommend plans and execute such plans as are approved regarding all phases of the college plant program, including the following:

(a) Building program. Recommend plans and procedures for having a survey made under the direction of the department of education or by some agency approved by the department, as a basis for developing a building program as a phase of the long-term program for the district; recommend such program when sufficient evidence is available, specifying the centers at which college work should be offered on the various levels, the type, size and location of centers to be established and the steps to be taken to carry out the program.

(b) Sites, buildings and equipment. Recommend the purchase of college sites and recreational areas where centers are to be constructed of adequate size to meet the need of students to be accommodated; or of additions to existing sites when needed; rental of buildings when necessary; erection of buildings; additions, alterations and repairs to buildings and other college properties; plans and specifications; purchase of furniture, books, apparatus and other equipment necessary for the proper conduct of the work of the college.

(c) Maintenance and upkeep of the college plant. Propose plans for assuring proper maintenance and upkeep of the college plant and for the provision of the utilities and supplies for the operation of the college; and take such steps as are necessary to see that buildings are kept in proper sanitary and physical condition and that heat, light, water and power and other supplies and utilities are adequate.

(d) Insurance of college property. Propose plans and procedures for insuring economically every structure and its contents, boilers and machinery as well as buses and other property, under the control of the board and see that the proper records are kept of such insurance.

(e) Condemnation of buildings. Inspect periodically all college buildings and surroundings to determine whether there are any unsanitary

conditions or whether there are physical hazards which are likely to jeopardize the health or life of the students or staff; request competent assistance from the state or other authorized agency, if necessary, to determine whether buildings found to be defective should be condemned and to recommend to the board condemnation of buildings which should be abandoned.

(11) Finance. Recommend measures to the board to assure adequate educational programs, in accordance with the financial procedure authorized and as prescribed below:

(a) Plans for operating college. Determine the funds necessary for the operation of the college and recommend plans for insuring the operation of the college for the terms authorized by the state board of education.

(b) Annual budget. Submit the annual budget to the board for approval according to law. After action by the board submit the budget to the director each year on forms required by the director.

(c) Borrowing money. Recommend when necessary the borrowing of money as prescribed by law.

(d) Financial records and accounting. Maintain accurate records of all financial transactions on forms prescribed by the director.

(e) Financial reports. Submit financial reports to the director as required and submit copies of such reports to the board.

(f) Bonds for employees. Bond employees as provided by law and board policies to provide reasonable safeguards for all college funds or property.

(g) Contracts. Recommend to the board the desirable terms, conditions and specifications for contracts for supplies, materials or services to be rendered; see that materials, supplies or services are provided according to contract.

(h) Reports to the director. Submit for the approval of the board all reports that may be required by law or rules using forms as may be prescribed by the director.

(12) Enforcement of laws and regulations. See, insofar as practicable, that all laws and regulations of the state board of education as well as supplementary regulations of the board are properly observed.

(13) Professional and general improvements. Attend such conferences for presidents as may be called or scheduled by the department of education and avail himself of means of professional and general improvement so that he may function most efficiently.

(14) Recommend revoking certificates. Recommend in writing to the commissioner the revoking of any certificate for good cause, including a full statement of the reason for his recommendation.

(15) Make records available to successor. Leave with the board and make available to his successor upon retiring from or vacating the office a complete inventory of college equipment and other property, together with all official records and such other records as may be needed in supervising instruction and in administering the college.

(16) The college seal. The president or his designate shall keep in his custody the college seal and he shall authenticate true copies of decisions, acts or documents where official signatures are required by law or rules of the state board of education or policies of the board.

(17) Records of absence. Maintain full, complete and accurate records of all absences of college personnel provided for by law, rules of the state board of education or policies of the board. Such records shall include exact date(s) when each absence occurred and the nature of the cause of such absence. Payment of claims for such benefits are to be consistent with said laws, rules of the state board of education or policies of the board.

Specific Authority 230.755 FS. Law Implemented 230.753(7) FS. History—Formerly 6A-8.771, Repromulgated 12-19-74, Amended 12-9-75.

6A-14.263 President to keep records of absences.

Specific Authority 230.755 FS. Law Implemented 230.759 FS. History—Formerly 6A-8.741, Repromulgated 12-19-74, Repealed 12-9-75.

6A-14.27 Report on utilization of instructional and administrative staff required. Each community college shall prepare and submit annually to the director on such forms and at such times as prescribed by the director a report of class loads and other assignments of community college instructional and administrative personnel. Such staff assignments shall conform to policies approved specifically for each community college by the board.

Specific Authority 230.755 FS. Law Implemented 230.763 FS. History—Formerly 6A-8.84, Repromulgated 12-19-74.

6A-14.28 Area vocational education schools. The following definitions and requirements will be observed by the state board of education and the state board for vocational education in approving area vocational education schools under the provisions of Public Law 88-210, Public Law 90-576, and Sections 230.630, 230.631, and 236.076, Florida Statutes:

(1) The term "area vocational education school" shall mean any designated public school or public institution, under the supervision of the state board for vocational education, which falls within one of the following categories:

(a) A high school with a department which is used exclusively or principally for the provision of vocational education to persons who are available for study in preparation for entering the labor market.

(b) A specialized high school used exclusively or principally for the provision of vocational education to persons who are available for study in preparation for entering the labor market.

(c) A technical or vocational school used exclusively or principally for the provision of vocational education to persons who have completed high school and persons who have left school without graduation and who are available for study in preparation for entering the labor market and which admits, as regular students, both persons who have completed high school and persons who have left school without graduation.

(d) A community college with a department or division used to provide vocational education leading to immediate employment but not leading to a baccalaureate degree; the college must admit to the department or division as regular students both persons who have completed high school and persons

APPENDIX "B"

SOME EVALUATION CATEGORIES REFLECTING
THE FUNCTIONS ASSIGNED TO THE PRESIDENT

SOME EVALUATION CATEGORIES REFLECTING THE FUNCTIONS ASSIGNED TO THE PRESIDENT

CHECK ONE SPACE ONLY IN EACH CATEGORY

PLANNING ABILITY Not Observed	Relies on others to bring problems to his attention; often fails to see ahead	Plans ahead just enough to get by in his present job	Is a careful, effective planner; anticipates and takes action to solve problems	Capable of planning beyond requirements of the present job; sees the big picture	Capable of top-level planning; a high caliber thinker and planner
☐	☐	☐	☐	☐	☐
EXECUTIVE MANAGEMENT Not Observed	Is a poor organizer; does not really make effective use of material or manpower	Maintains ordinary efficiency of operation; control could be improved	Gives economy of operation careful attention; makes wise use of manpower and materials	Maintains effective economy; carefully weighs cost against expected results	Highly skilled in balancing cost against results to obtain optimum effectiveness
☐	☐	☐	☐	☐	☐
HUMAN RELATIONS Not Observed	Does not get along well with people; definitely hinders his effectiveness	He has difficulty in getting along with his associates	Gets along with people adequately; has average skill at maintaining good human relations	His above average skills in human relations are an asset	Outstanding skills in human relations increases his effectiveness
☐	☐	☐	☐	☐	☐
KNOWLEDGE OF DUTIES Not Observed	Serious gaps in his knowledge of fundamentals of his job	Satisfactory knowledge of routine phases of his job	Well informed on most phases of his job	Excellent knowledge of all phases of his job	Exceptional understanding of his job; very well informed on all phases
☐	☐	☐	☐	☐	☐
PERFORMANCE OF DUTIES Not Observed	Quality or quantity of work often fails to meet job requirements	Performance meets only minimum job requirements	Quantity and quality of work are very well satisfactory	Produces very high quantity and quality of work; meets all suspenses	Quality and quantity of work are clearly superior and timely
☐	☐	☐	☐	☐	☐

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EFFECTIVENESS IN WORKING WITH OTHERS Not Observed ☐	Ineffective in working with others; does not cooperate ☐	Sometimes has difficulty in getting along with others ☐	Gets along well with people under normal circumstances ☐	Works in harmony with others; a very good team worker ☐	Extremely successful in working with others; actively promotes harmony ☐
LEADERSHIP CHARACTERISTICS Not Observed ☐	Often weak; fails to show initiative and accept responsibility ☐	Initiative and acceptance of responsibility adequate in most situations ☐	Satisfactorily demonstrates initiative and accepts responsibility ☐	Demonstrates a high degree of initiative and acceptance of responsibility ☐	Always demonstrates outstanding initiative and acceptance of responsibility ☐
JUDGMENT Not Observed ☐	Decisions and recommendations often wrong or ineffective ☐	Judgment is usually sound but makes occasional errors ☐	Shows good judgment resulting from sound evaluation of factors ☐	Sound logical thinker; considers all factors to reach accurate decisions ☐	Consistent in making right decision in highly complex matters ☐
STABILITY Not Observed ☐	Goes to "pieces" under pressure; is "jumpy" and nervous ☐	Occasionally "blows up" under pressure; is easily irritated ☐	Has average tolerance for crises; usually remains calm ☐	Tolerates most pressure; likes crises more than average person ☐	Thrives under pressure; really enjoys solving crises ☐
JOB CAPABILITY Not Observed ☐	Has gaps in fundamental knowledge and skills of his job ☐	Has a satisfactory knowledge and skill for the routine phases of his job ☐	Has excellent knowledge and is well skilled on all phases of his job ☐	Has an exceptional understanding and skill on all phases of his job ☐	Has a far-reaching grasp of his entire broad job area; authority in his field ☐

APPENDIX "C"

RATING SCALES COMMONLY USED IN EVALUATION INSTRUMENTS

RATING SCALES COMMONLY USED IN EVALUATION INSTRUMENTS

Outstanding	Good	Fair	Marginal	Not Applicable	Unable to Judge
Always	Usually	Sometimes	Seldom	Never	
Up-to-Date	Good	Fair	Poor	Lacking	
Exceptionally Well	Very Well	Quite Well	Poorly	Very Poorly	
Very Frequently	Quite Frequently	Sometimes	Seldom	Never	
Complete	Much	Some	Little	None	
Never	Seldom	Sometimes	Often	Continuously	
Exceeds	☐	Meets ☐	☐	Falls Below	
Very Well Informed	Well Informed	Limited Background	Poorly Informed	Insufficient Basis for Judgment	
Outstanding	Very Good	Good	Satisfactory	Needs Improvement	
Often	Occasionally	Somewhat	Least Characteristic		
Stimulating	Adequate	Routine	Dull		
Very Considerate	Considerate	Sometimes Intolerable	Inconsiderate		
Very Clear	Clear	Confused	Faulty		
Well Organized	Organized	Lacks Continuity	Confused		
Highly Poised	Poised	Easily Upset			

Also, 5 - POINT SCALE 0 - 5

or 5 - 0

APPENDIX "D"

EXCERPTS FROM DIVISION OF PERSONNEL, A WORKBOOK:
EMPLOYEE PERFORMANCE EVALUATION, TRAINING AND DEVELOPMENT
MANUAL NO. 49: FLORIDA DEPARTMENT OF ADMINISTRATION

Excerpts from Division of Personnel, A Workbook: Employee Performance Evaluation, Training and Development Manual No. 49: Florida Department of Administration

1.6 RATING SCALE

The rating scale is made up of values which correspond to the standards of performance established by the agency and are listed on the rating form in the five columns.

The scale shows numerical values for the factors considered, weighted in proportion to their respective importance.

The rating values which make up the scale are:

A. Unsatisfactory - An employee who fails considerably in meeting the minimum performance requirements of the position to which he has been assigned shall be rated in the Unsatisfactory column for the factors applicable.

B. Conditional - An employee who fails slightly in meeting the minimum performance requirements, but who shows a potential for some improvement shall be rated in the Conditional column for the factors applicable.

C. Satisfactory - An employee who fully meets the performance standards of the position to which he has been assigned shall be rated in the Satisfactory column for the factors applicable.

D. Above Satisfactory - An employee whose performance has been above the standard performance requirements of the position to which he has been assigned shall be rated in the Above Satisfactory column for the factors applicable.

E. Outstanding - An employee whose performance is highly satisfactory and considerably above the performance standards of the position to which he has been assigned and cannot be exceeded by any appreciable difference in performance shall be rated in the Outstanding column for the factors applicable.

1.7 RATING FACTORS

The rating factors are the criteria by which an employee's performance is measured. These factors are listed and defined below.

A. Appearance

This factor is concerned with the overall appearance of the employee measured with the type of work performed.

B. Attendance

1. This factor is concerned with the employee's attendance, punctuality, and time devoted to actual work.

2. The rater should consider presence on the job when required, punctuality in reporting to work, and/or promptness in reporting to assignments, including such items as absence without leave, excessive sick leave, etc.

C. Knowledge of Job

1. This factor is concerned with the employee's overall knowledge of the subject matter and technique necessary for full job performance.

2. Care of property and materials used by the employee in his daily work and the observance of rules, recommended procedures, and safety regulations should be considered in rating this factor. Proper care and use of equipment, regardless of its value, should be expected of all employees.

3. An employee's ability to observe rules, follow instructions, use effective supervisory techniques, carry out duties in accordance with approved procedures, and conform to safety regulations is vital in rating the performance of work habits.

4. The knowledge of job is measured by listing the duties the supervisor feels are actually being performed by the employee. This is not intended to be a formal job description but just a brief statement of duties from what is considered most significant to what is considered least significant. After these duties have been listed on the form provided (See Appendix "A"), the employee's performance of each duty is evaluated individually and one of the five appropriate rating categories is assigned. Indicate this same rating in the appropriate column corresponding to "Knowledge of Job."

D. Quality of Work

1. This factor is concerned with accuracy, completeness, neatness and effectiveness of work performed.

2. The standard is that quality of work which is desirable in the particular occupation or class of work which is acceptable to the immediate supervisor, section head, and division director.

E. Quantity of Work

1. To determine a standard quantity of production for a particular job, the rating authority must understand the quantity of work factor in terms of the actual job.

2. The employee should be rated only on the volume of work that is subject to his control. For example, a typist may be able to type twenty letters a day, but if her supervisor gives her only ten letters, the volume is beyond her control.

3. The quantity of work is measured by comparing the work performed to the established standard.

F. Initiative

1. This factor is concerned with resourcefulness, self-reliance, willingness to accept and ability to carry out responsibility, and the adaptability of the employee to his work assignments.

2. It is possible for an employee who is not too experienced or too highly skilled to display initiative. An employee who attempts to solve problems, suggests improvements, and requests additional assignments when his work is completed, tends to display the factor of initiative.

3. Engaging in training courses and encouraging others toward productive use of time also indicates initiative.

G. Dependability

1. This factor is concerned with the employee's attention to his work in the absence of direct and indirect supervision.

2. An employee who does not shift the burden of difficult assignments and who is reliable at all times tends to display dependability. The ability to meet deadlines is another indication of this trait.

H. Attitude

1. This factor deals with the employee's feelings towards his job, fellow employees, and the organization for which he works.

2. An employee who is flexible in his thinking, is conscious of his job responsibilities, and looks for a new and better way of doing things in order to improve the function of the organization for which he works, tends to display an acceptable attitude toward his job.

3. Conversely, an employee who resists authority and is antagonistic about necessary changes in procedure tends to display a poor attitude toward his job.

I. Relationships with People

1. This factor is concerned with an employee's ability to get along with associates and his degree of effectiveness in dealing with the public and supervisors.

2. In most cases, complaints of employees or incidents arising may attract the attention of the supervisor to those employees among whom poor relations exist, but the attention of the supervisor is not easily attracted to those employees among whom good relations exist.

J. Emotional Stability

Ability to work well under pressure, to accept constructive crisicism and to control emotional expressions and behavior that are detrimental to good job performance.

C O N F I D E N T I A L

DEPARTMENT OF ADMINISTRATION
EMPLOYEE PERFORMANCE RATING

INSTRUCTIONS: Do not complete this form until you have read and understand the Employee Performance Rating Manual.

Employee's Name: _____
Social Security Number: _____
Job Title: _____
Division: _____
Bureau: _____

Anniv. Date: _____
Period of this Review:
From: _____ _____ _____
To: _____ _____ _____

Performance Factors

Rate each factor...Circle One

Outstanding
Above Satisfactory
Satisfactory
Conditional
Unsatisfactory

Appearance	0	1	2	3	
Attendance	0	1	2	3	
Relationship with People	0	1	2	3	
Emotional Stability	0	1	2	3	
Attitude	0	2	4	6	
Initiative	0	2	4	6	
Dependability	0	2	4	6	8
Knowledge of Job	0	2	4	6	8
Quantity of Work	0	2	4	6	8
Quality of Work	0	2	4	6	8

Comments

Use this space to describe weak and strong points about work of employee and his personality.

_____
_____
_____
_____
_____
_____
_____

(Use additional sheet if needed making two copies.)

TOTAL NUMERICAL RATING: _____

Outstanding	54 thru 56 points
Above Satisfactory	46 thru 53 points
Satisfactory	26 thru 45 points
Conditional	13 thru 25 points
Unsatisfactory	0 thru 12 points

OVERALL PERFORMANCE RATING: _____

Rated by: _____ Title: _____ Date: _____

Reviewed by: _____ Title: _____ Date: _____

Reviewed by: _____ Title: _____ Date: _____

Reviewed by: _____ Title: _____ Date: _____

Employee's Signature: _____ Date: _____

Distribution: Employee's Personnel Jacket
Employee

APPENDIX "E"

PRESIDENTIAL EVALUATION BY BOARD
LAKE CITY COMMUNITY COLLEGE

PRESIDENTIAL EVALUATION BY BOARD
Lake City Community College

Rate the following statements on a 5-point scale. The rating of 5 means the statement is absolutely true. The rating of 1 means it is not true at all. The rating of 0 means "no knowledge."

1. When he knows wishes of the board, he carries them out. _____
2. Enough information is given the board that intelligent decisions can be made. _____
3. Information is given the board soon enough to be read and assimilated. _____
4. Ably represents the college and board at local, state, and national levels. _____
5. Is respected at the local, state, and national levels. _____
6. Stays abreast of educational development and trends. _____
7. Is honest and forthright in his dealings with the board. _____
8. Maintains good relationships with state agenices. _____
9. Is knowledgeable about budget making process. _____
10. Makes effort to keep board informed. _____
11. Is effective in securing capable employees. _____
12. Is knowledgeable about how college is funded. _____
13. Delegates responsibility to degree necessary. _____
14. Deals with people effectively. _____
15. His management style is democratic. _____
    (The other end of the scale would be autocratic.)
16. No matter where management style is rated, rate its effectiveness. _____
    (5 is best.)
17. Maintains high academic and instructional standards by support administrators responsible. _____
18. Supports his employees in their jobs. _____
19. Is totally dedicated to his job. _____
20. Other significant characteristics: _____

_____

_____

_____

_____

APPENDIX "F"

EXCERPT FROM STATE OF NEW YORK WORK
PERFORMANCE RATING REPORT

Excerpt from State of New York Work
Performance Rating Report

STATE OF NEW YORK WORK PERFORMANCE RATING REPORT	EVALUATION PERIOD FROM: TO:	TYPE OF EVALUATION ___ANNUAL ___INTERIM ___PROBATIONARY

DEPARTMENT	NAME OF EMPLOYEE
DIVISION	TITLE IN WHICH RATED
BUREAU	
WORK LOCATION	

A. In my opinion the summary judgment best expressing your work performance for the period covered by this report is

___Outstanding (Form PS-102 Attached) ___Superior ___Good ___Fair ___Unsatisfactory (Form PS-101 Attached)

B. The above evaluation has been made considering the following factors where applicable to your work assignments:

1. QUALITY OF WORK--
Considered were the accuracy, presentability, neatness, etc. of your work with reference to the unit's standards together with the necessity for close supervision of your efforts. Volume of work produced was not considered.

2. QUANTITY OF WORK--
Only considered was the amount of work you produced as it compared with the usual requirements of your position.

3. WORK HABITS--
Considered were the organization and planning of your work; your adherence to established procedures and rules; your dependability, judgment, persistency and personal habits as they affect your work in general.

4. WORK INTEREST--
Considered were your attitude toward your work, your ability to make useful suggestions, your specialized knowledge of your job, your efforts to acquire new or broader knowledge of your job, and your receptivity to new work assignments.

5. RELATIONSHIPS WITH PEOPLE--
Traits considered were your tact, courtesy, self-control, patience, loyalty, and discretion in dealing with your fellow employees, subordinates, superiors and the public.

6. PROMOTABILITY--
Considered to be an expression of your supervisor's opinion with respect to your ability to progress to higher level work and to assume more responsibile work duties.

7. RESOURCEFULNESS--
Under this category were considered such traits as your adaptability, versatility and originality, your self-reliance, initiative and ease of learning in the performance of your work duties.

8. SUPERVISORY SKILLS--
Considered was your ability to accept responsiblity and to guide or lead other employees in the successful performance of your unit's work functions.

C. This report represents my best judgment of the value of this employee's service during the period stated and is based upon personal observation and knowledge of his work.
SIGNATURE OF RATER _____ TITLE _____ DATE_____

D. I have reviewed the report of the immediate supervisor and have indicated my disagreement, if any. This report is accurate according to my best knowledge and belief.
SIGNATURE OF REVIEWER TITLE_____ DATE_____

TO THE EMPLOYEE: The summary judgment shown under Item A above is the rating assigned by your supervisor and reviewed by a supervisor on a higher level. You have a period of five days from the date on which you receive this report in which to appeal. Appeals should be presented in detail and should contain specific reasons for disagreeing with the judgment of the rater. Except in the case of ratings of "unsatisfactory" the decision of the Departmental Performance Rating Board on an appeal is final.
DATE_____ DEPARTMENTAL PERFORMANCE RATING BOARD

E. I have reviewed this report and have had the opportunity to discuss it with my rating supervisor(s). My signature does not necessarily mean that I agree with the report.

SIGNATURE OF EMPLOYEE DATE_____

DISCUSSION OUTLINE

In order for the rating to be of value to the department, and so that the employee may be helped to improve his performance, a discussion between the employee and the rater, following the rating, is essential. As an aid in the discussion of the employee's work performance the pertinent points to be discussed have been checked below. Although the statements checked should be in general agreement with the summary rating no direct relationship is required between the statements checked and the summary rating.

(Space has been provided for additional statements if necessary)

QUALITY OF WORK
___ Work is consistently of very high quality
___ Makes more errors than the average employee doing this type of work
___ Work is generally acceptable
___ Completed work shows care and good judgment in its preparation
(Other)_____

QUANTITY OF WORK
___ Must be prodded to achieve quota
___ Frequently falls behind schedule
___ Maintains a high rate of production
___ Keeps work up to schedule
(Other)_____

WORK HABITS
___ May absent himself from work without adequate notice
___ Can do better work, but doesn't
___ Willing worker at all times
___ Frequently requires help of supervisor in organizing work
___ Work must be carefully checked
___ Can always be depended upon to turn in a good job
___ Adapts himself easily to work assignments
___ Receptive to new ideas and methods of work
___ Undependable; needs constant watching and direction
___ Should be more businesslike in manner
___ Has difficulty in following prescribed work procedures
___ Only assigned one type of work which is performed satisfactorily
(Other) _____

WORK INTEREST
___ Has thorough knowledge of his duties
___ Lacks understanding of the overall meaning of the job
___ Displays little or no interest in his work
___ Would be more satisfied with other work assignments
___ Takes unusual interest in his work
___ Takes average interest in his work
(Other) _____

RELATIONSHIPS WITH PEOPLE
___ Receives constructive criticism well
___ Has little feeling of loyalty to his department
___ Works well with others
___ Often antagonizes those with whom he is in contact
___ Inclined to be troublesome
___ Tries to run things his own way
___ Exercises tact
(Other) _____

PROMOTABILITY
___ Capable of doing more important work
___ Has not demonstrated ability to progress further
___ Needs very little training to catch on to new work methods
___ Frequently assigned to fill-in on higher level work
(Other) _____

RESOURCEFULNESS
___ Very valuable in starting a new operation
___ Usually finds ways and means of dealing with emergencies
___ Lacks self-confidence
___ Suggests changes to improve work
(Other) _____

SUPERVISORY SKILLS, ETC.
___ Very skillful in handling difficult situations
___ More inclined to "Boss" his subordinates than to "Lead" them
___ Should be more considerate of others
___ Very tactful in dealing with public and associates
___ Unwilling to accept responsibility
___ Good at training others in details of the job
___ Consistently guides work group to maximimum effectiveness
___ Usually settles grievances at his level
(Other)_____

APPENDIX "G"

LETTER OF TRANSMITTAL FROM COMMITTEE CHAIRMAN

RALPH D. TURLINGTON
COMMISSIONER

STATE OF FLORIDA
DEPARTMENT OF EDUCATION

TALLAHASSEE 32304

LEE G. HENDERSON
DIRECTOR
DIVISION OF COMMUNITY COLLEGES

July 26, 1976

MEMORANDUM

TO: Dr. Lee G. Henderson

FROM: Harold H. Kastner, Jr., Chairman
Guidelines Committee for the Evaluation of
a Community College President

SUBJECT: Field Draft

This is to inform you that your Committee for developing some recommended guidelines for evaluating a community college president has completed its task and transmitts herewith the product of its deliberations. The Committee considered evaluation instruments currently being used by organizations and institutions in several states, recommendations concerning the topic in management and educational literature, and the combined experiences of the Committee members. It is our collective judgment that this report represents the best thinking currently available to us in this field and that it fulfills the assignment given to the Committee.

We have attempted to stay within the restrictions of our assignment and have offered words of caution concerning the use of these recommendations in several places. As per your instructions, these guidelines present an approach to the process of evaluating a community college president and are not intended in any way to suggest that it is an evaluation instrument.

On behalf of the Committee I would like to express appreciation for the excellent staff and support services provided by Dr. Juanita Gibson and Mrs. Jerry Smith of your Division. As chairman I would like to express my personal appreciation to the Committee members for the many hours of effort they have put into the development of this report.

s
Attachment
cc: Committee Members
Dr. Hugh Adams, President, Broward Community College
Mrs. Ida Baker, Trustee, Edison Community College
Dr. Allen T. Cole, Board Chairman Emeritus, Polk CC
Dr. Richard E. Morley, President Emeritus, Gulf Coast CC
Dr. Juanita Gibson
Mrs. Jerry Smith

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ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
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